

South View Infant School

Inspection report

Unique Reference Number	115975
Local Authority	Hampshire
Inspection number	363843
Inspection dates	5–6 July 2011
Reporting inspector	Melanie Knowles HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Sarah Hicks
Headteacher	Patricia MacDougall
Date of previous school inspection	10 March 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 17 lessons taught by 11 teachers. An inspector also spoke to a number of parents and carers at the start of the school day and visited the Language Unit and the nurture group. Meetings were held with senior leaders, a member of the governing body and pupils. Inspectors observed the school's work, and looked at relevant documentation including data on pupils' attainment, progress and attendance, evidence of the school's monitoring and lesson plans. Inspectors considered the 89 responses to the parental questionnaires issued during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The current levels of pupils' attainment and rates of progress and whether they are improving.
- The effectiveness of the quality of teaching in ensuring rapid progress for all groups of pupils.
- The use of assessment to support learning.
- How well leaders and managers at all levels contribute to raising standards, driving improvement and embedding ambition.
- How well leaders and managers have built on the good improvements identified in November 2010 and whether the impact of their actions demonstrates good capacity to sustain improvement.

Information about the school

South View is an average-sized infant school with a maintained Nursery. It has local authority-designated provision, known as the Infant Resourced Language Unit, for 18 pupils who have specific speech, language and communication needs. A large proportion of pupils, about 37%, have special educational needs and/or disabilities, and a high proportion, about 4%, have a statement of special educational needs. The large majority of pupils in the school are White British, and there is a wide range of other heritages. About 16% of the pupils speak English as an additional language and about half of these pupils are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is well above average.

When the school was last inspected in March 2010, it was given a notice to improve because its overall effectiveness was judged to be inadequate. Significant improvement was required in relation to attainment, achievement and attendance.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Substantial improvements have been made in accelerating rates of progress for pupils across the school so that attainment has risen to broadly average. All the other issues raised in the inspection in March 2010 have been addressed effectively and the school has continued to build on the good progress noted in the Ofsted monitoring visit carried out in November. The school has been particularly successful in raising attendance to above average and reducing levels of persistent absence. A wide range of initiatives, including the award of the class 'Attendance Bear' and revisions to the school's policy on absence, has had a beneficial impact.

There has been significant improvement in the Early Years Foundation Stage. Outcomes for children have improved considerably over the last two years, and this year, the proportion of children reaching a good level of overall achievement by the time they enter Year 1 is broadly in line with national averages. This improvement is due to increased staff expertise in making assessments and greater skill in using this information to provide activities for children that are closely matched to their learning needs. In the inspection of March 2010, Year 2 attainment was judged to be low. Results from the 2011 teachers' assessments for Year 2 show a significant rise in standards, and attainment is now broadly average in reading, writing and mathematics. Teachers' assessments of the attainment of pupils in Year 1, and work in pupils' books across the school, show that, over time, most pupils now make good progress in their learning. Senior leaders and teachers have increased the rigour of the regular meetings to review pupils' progress and they ensure that any underachievement is spotted and dealt with quickly.

The overall quality of teaching has improved and is now good. Teachers are keen to continue to improve their practice and learn from each other. School leaders have carefully monitored the quality of lessons and have developed teachers' skills and knowledge through training courses and individual support. Detailed feedback on strengths and weaknesses seen in lessons is routinely provided to teachers, but specific action steps are not agreed or followed up with staff. There is scope to strengthen further the sharing of exemplary practice within school.

Pupils are happy at South View and behave well. Staff work as a cohesive team to provide a good level of care, guidance and support for their pupils. This helps them to feel very safe and valued. Pupils have an excellent understanding of how to stay safe and are very aware of the kinds of risks they might face. They say that unkindness and bullying are very rare, but they know what to do if problems arise.

School leaders have shown a determination to address areas of weakness and have worked in a very effective partnership with the local authority to make best use of the

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high-quality support that has been provided. Although the strong partnerships with local services for vulnerable pupils have continued to flourish, partnerships with other schools and organisations have lapsed as the school has focused on its work with the local authority. School leaders are aware that the next step is to develop partnerships with other schools and organisations that will help them to sustain their improvement and to share good practice. The school is well supported by a knowledgeable and proactive governing body. Governors are involved in the development of the school improvement plan which is based on rigorous self-evaluation and has appropriate targets and actions and clear lines of accountability. The achievements since the last inspection indicate that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by:
 - sharing exemplary practice within the school
 - ensuring that specific areas for development are agreed with teachers and followed up.
- Develop partnerships with schools and other organisations that will contribute to further improvements in outcomes for pupils.

Outcomes for individuals and groups of pupils

2

Pupils' achievement and their enjoyment of learning are good. Many children enter the Nursery with attainment levels that are well below those expected for their age. They now make good progress towards the early learning goals. Teachers' assessments indicate that children have made particularly good progress this year in learning the links between letters and sounds and that the school's focus on providing greater opportunities for writing is having a beneficial impact on the development of children's early writing skills.

Elsewhere in the school, rates of progress have improved in reading, writing and mathematics and more middle- and higher-attaining pupils are reaching nationally expected levels for their age. Boys and girls make similar progress and carefully targeted intervention programmes support pupils who have special educational needs and/or disabilities to make good progress. The Year 1 and 2 pupils in the Language Unit are well provided for in a structured learning environment during the morning and then spend each afternoon in their host class. They make good progress due to the highly tailored learning programmes they follow. Pupils who speak English as an additional language also make good progress in their learning.

Pupils say that they are happy, enjoy school and it is clear that they take pride in their achievements. Good behaviour in lessons and around the school is the norm. Pupils are friendly and welcoming and behave considerately towards each other. Provision for spiritual, moral and social development is good and is well supported by the curriculum and school assemblies. Pupils have a good understanding of how to live healthy lives and engage in plenty of exercise at playtimes. Basic skills have improved and pupils are developing the necessary academic skills and personal qualities needed to equip them for the next stage in their education. They are confident users of information and communication technology, and their attendance and punctuality are good. Independence and resilience are encouraged right from the start in the Nursery and even the youngest

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children show that they can work purposefully on their own or cooperate well in a group and share resources. Pupils contribute well to the school and local community, and regularly raise funds for good causes.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

A large majority of the teaching at South View is characterised by a brisk pace and a good balance between teacher-directed and independent work. However, some teachers do not plan activities that provide the right level of challenge for all their pupils. Teachers make learning fun for their pupils by providing them with interesting and practical tasks and by making imaginative use of resources. For example, pupils in Year 2 were developing their understanding of money and addition by working out which rides they would buy for an imaginary theme park. Teachers use questioning to good effect to encourage children to try out ideas and explain their thinking. The work of learning support assistants is generally well focused, particularly when they are working alongside individual learners or with small groups. They are not used as effectively in whole-class sessions when the teacher is directing the learning. In all lessons observed during the inspection, teachers made learning intentions clear and shared criteria with the pupils so that they knew what they had to achieve and could judge their own success. There is a clear and consistently applied policy for marking work that gives pupils useful guidance about their next steps in learning. Pupils are also given the opportunity to assess their own learning in every lesson.

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The school has continued to develop the curriculum so that there are more opportunities for pupils to develop their vocabulary and to practise writing across different subjects. Problem solving is a regular feature in lessons across the school and all pupils in Key Stage 1 have 'I'll show you how I solved it' books. Enrichment opportunities are being carefully matched to each theme to give pupils memorable experiences and enhance learning. Pupils talk with enthusiasm about topics such as 'Mini-beasts' when they went on a mini-beast hunt, designed and made books, and created an exhibition in their classroom. There is evidence that the revised curriculum is contributing to the improved progress that pupils are making in their learning.

The school provides good care, guidance and support to all its pupils. It is able to demonstrate very clearly how successful it has been in improving the well-being and achievement of vulnerable children. Carefully targeted provision such as the afternoon 'Nurture Group' gives valuable support for pupils to develop personal and social skills. Links with outside agencies and support workers, such as a speech therapist and counsellor, enhance the good work the school does. Many parents and carers commented about the high-quality welfare, care and nurture provided by the school in their responses to the Ofsted questionnaire.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and assistant headteacher, together with the wider leadership team, have used the notice to improve issued in March 2010 as an effective spur to accelerate school improvement and improve outcomes for pupils. They have raised expectations of what children can achieve and developed teachers' expertise in using assessment to support and extend pupils' learning. Systems and procedures have been reviewed and tightened. For example, the school tracking systems have been developed so that the progress of different groups of pupils can be monitored effectively. Teachers now make half-termly assessments of pupils' progress and they devise appropriate strategies to address any underachievement. Senior leaders monitor and evaluate pupil outcomes effectively.

Middle leaders have clearly defined roles and are fully involved in strategic planning and in monitoring the implementation of new initiatives. Their contribution has strengthened the school's leadership capacity so that it is now good. Accurate monitoring of the quality of teaching and learning has had a positive impact on the overall quality of teaching in the school and on improving outcomes for pupils.

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The effectiveness of the governing body is good. Governors provide good support and challenge to school leaders. While the school has been monitored closely by the local authority, governors have rightly reduced the number of visits they make to check on the progress of priorities in the school's development plan. They are keen to re-establish their monitoring schedule and be fully involved in evaluating the school's work again. Safeguarding is taken very seriously and the school has robust systems and procedures for child protection. Arrangements to keep pupils safe are well understood by staff. The school promotes equality of opportunity effectively and ensures that all pupils and their families are fully included in all that the school has to offer. Concerted actions, for example in redesigning the curriculum, and improving teaching, have resulted in better outcomes for all pupils.

Relationships with parents and carers are highly positive. Parents and carers are kept well informed through newsletters and regular reports on their children's progress and they are able to call in to see teachers informally if they wish. The school has a clear commitment to promoting community cohesion and there are particularly strong links within the local community. Work to develop pupils' understanding of national and global diversity is being enhanced by the revised curriculum.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The overall effectiveness and quality of provision in the Early Years Foundation stage are good. Outcomes are good too. The vast majority of children make good progress from their starting points. Children from the Language Unit are fully integrated into the Nursery and Reception classes and are very well supported by the staff who routinely use pictures, symbols and signs to support children's speech development. The indoor and outdoor learning environments are well resourced, bright and stimulating. There is an interesting

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range of activities on offer that excite and motivate the children and a good balance between teacher-led activities and those that children choose for themselves in 'free flow' play. Staff work as an effective team and use skilful questioning to deepen knowledge and understanding when they are working alongside the children. For example, the children were very excited to discover 'Gruffalo footprints' around the outside area of the Nursery and the staff encouraged them to explain how the footprints came to be there.

Leadership of the Early Years Foundation Stage is shared between the headteacher and two of the teachers. Together, they have worked hard to overcome the areas of weakness identified in the inspection of March 2010 by carrying out rigorous self-evaluation and ensuring that all staff have received high-quality training and support to develop their practice. The recruitment of a higher level teaching assistant to organise and resource the outside area has had a significant impact on provision. Effective induction procedures support a smooth start for children into the Early Years Foundation Stage and parents and carers are kept well informed about their children's progress and development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All of the parents and carers who returned the questionnaire believe that their children enjoy school and feel that the school keeps their children safe, informs them about their children's progress and helps their children to have a healthy lifestyle. All parents and carers also feel that teaching is good and that their children are making enough progress at the school. Very few parents and carers expressed concerns about any aspect of the school's work.

All of the written comments expressed considerable satisfaction with the school. They commended its caring attitude, its support for pupils and the quality of teaching. Typical comments included 'I feel that the school has a wonderful friendly team of staff' and 'This school meets every need for my child.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South View Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 239 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	85	13	15	0	0	0	0
The school keeps my child safe	81	91	8	9	0	0	0	0
My school informs me about my child's progress	73	82	15	17	1	1	0	0
My child is making enough progress at this school	67	75	21	24	1	1	0	0
The teaching is good at this school	76	85	11	12	1	1	0	0
The school helps me to support my child's learning	75	84	14	16	0	0	0	0
The school helps my child to have a healthy lifestyle	60	67	28	31	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	69	24	27	1	1	0	0
The school meets my child's particular needs	73	82	15	17	1	1	0	0
The school deals effectively with unacceptable behaviour	61	69	23	26	3	3	0	0
The school takes account of my suggestions and concerns	56	63	30	34	2	2	0	0
The school is led and managed effectively	69	78	19	21	1	1	0	0
Overall, I am happy with my child's experience at this school	74	83	14	16	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 July 2011

Dear Children

Inspection of South View Infant School, Basingstoke RG21 5LL

Thank you for making the inspection team feel welcome when we visited your school recently. We were very interested in what you, as well as your parents and carers and teachers, had to say about the school. We feel that there are many things about your school that have improved and it is providing you with a good education. We enjoyed hearing your lovely singing in assembly, finding the 'Gruffalo' footprints with you in the Nursery and seeing your 'ice cream factory' in Reception. These are the main things we found to be best about your school:

- The way you behave is good and you get on very well with each other.
- The staff at the school care for you well, and this helps you to feel very safe.
- The way the school works with your parents and carers helps your learning and ensures you enjoy school.
- Most of you now come to school regularly and this helps you to make the most of your time in school.
- You work hard, make good progress in your learning and you are now doing as well as other children across the country.

To help your school to become even better, we have asked the school to do two main things. We have asked the teachers to work together and share ideas with each other so that their teaching and your learning can get even better. We have also asked your headteacher to set up links with other schools in the area and work closely with them so that your school can keep improving.

I know you will continue to work hard and do your best. Thank you for a very enjoyable and memorable visit to your school, and best wishes for your future.

Yours sincerely

Melanie Knowles

Her Majesty's Inspector

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